

# AUBURN UNIVERSITY

## DOCTORAL TRAINING IN BEHAVIOR ANALYSIS



The purpose of this program is to train scientists and practitioners who are broadly informed in the issues and problems of psychology in general and thoroughly expert in the conceptual, methodological, and substantive bases of the natural science and technology of behavior. The training is designed to enable its graduates to make original and important contributions to their area of specialization as they take positions of leadership in the field. It therefore emphasizes critical examination of contemporary activities in the field, rather than merely following existing trends. The program focuses on developing the discipline in new directions by augmenting its points of contact with other natural sciences as well as with sound areas of psychological research, by building applied capabilities through analytical research, and by identifying and addressing the issues that the field must resolve as it grows and develops. The program is also characterized by an integrated approach to both basic and applied research as well as to research and service specialties.

In addition, the program encourages considerable individual variation in developing areas of special expertise through an apprenticeship style of training that is based on collegial working relations with the faculty. This specialization gradually develops concurrently with the core program, and students can prepare for careers in the full range of employment settings in basic research, applied research, or the delivery of behavioral services. The department's clinical program is based on the scientist-practitioner model and is approved by the American Psychological Association.

The departmental offices occupy an entire floor of the largest building on campus. This building also houses a Psychological Services Center that offers assessment, treatment, and referral services on an outpatient basis to a broad range of clients, as well as continuing education programs, conferences, and other activities. In addition, the department operates a separate Psychology Laboratory Building fully equipped and staffed to support a variety of human and non-human research programs. There are also a number of other resources, settings, agencies, and populations in Auburn and the surrounding area that support a full array of research and service activities. Financial support in the form of university assistantships has in the past been available to all students throughout the period of their studentship.

### FACULTY

William Buskist, Ph.D. (*Brigham Young University, 1981*). *Single-subject methodology; interpersonal relations, especially competition, cooperation, and trust; reinforcer magnitude effects; instructional control; multi-response settings.*

Jeanne M. Devany, Ph.D. (*University of North Carolina-Greensboro, 1985*). *Motivation and stimulus control; expanding the repertoires of developmentally disabled and other behaviorally disordered children.*

Peter Harzem, Ph.D. (*University of Wales, 1968*). *Theory of reinforcement; temporal organization of behavior; interaction of verbal and non-verbal behavior; conceptual and philosophical issues in psychology.*

James M. Johnston, Ph.D. (*University of Florida, 1970*). *Experimental analysis of non-laboratory behavior; laboratory measurement of effects of drugs and other variables; retardation; general issues in behavior analysis; research methods.*

James F. McCoy, Ph.D. (*Memphis State University, 1973*). *Animal learning; stimulus control; social skills with children; parent-child interactions; community skills with mentally retarded individuals.*

Robert W. Schaeffer, Ph.D. (*University of Missouri, 1962*). *Treatment techniques and assessment problems in clinical psychology; application of reinforcement principles to behavior management problems in adults with chronic health problems.*

**for additional information write to:**

**Dr. James M. Johnston,  
Director, Experimental Psychology Program  
Department of Psychology, Auburn University, Auburn, AL 36849**

## BEHAVIORAL SERVICES AT EASTERN MICHIGAN UNIVERSITY

### PROGRAM HIGHLIGHTS

- 45 Hour Master's Degree
- Treatment Skills Emphasized
- Offered as a Night Program
- Meets Licensing Requirements
- Basic and Applied Research
- Assistantships Available
- Affiliation with Mental Health
- Preparation for Doctoral Work
- Diverse Employment Preparation
- Opportunity to Specialize
- Modern Treatment Approaches

#### Requirements for Regular Admission

- Meet Graduate School Admission Requirements
- 20 Hours of Psychology Including Statistics and Experimental Psych
- Three Letters of Recommendation
- GRE Not Required

### PROGRAM COMPONENTS

- Systems Orientation
- Behavioral Assessment
- Field Practicum
- Health and Prevention
- Developmentally Disabled
- Eating Disorders
- Community Mental Health
- Program Evaluation
- Standardized Testing
- Intervention Design
- Geriatric Planning

#### For Application Materials Write to:

Peter A. Holmes, Director  
Behavioral Services Program  
Psychology Department  
Eastern Michigan University  
Ypsilanti, MI 48197

## University of the Pacific Department of Psychology

### M.A. Program in Applied Behavior Analysis and Behavior Therapy

This program provides knowledge, skills and experience in the use of behavior analysis and behavior therapy in clinical and/or business settings. In addition to coursework and completion of a thesis, clinical students work with chronically mentally ill adults, emotionally disturbed children and adolescents and the developmentally disabled in community placements. Through the Department's Behavioral Medicine Clinic, clinical students acquire skill in cognitive and behavioral health care problems. For business students, applied experience in performance enhancement and maintenance and program evaluation is provided. Faculty-student research activities support and enrich course and practicum opportunities. Financial support is available. Graduates of this program enter clinical and applied doctoral programs or obtain applied positions in mental health or business settings.

University of the Pacific  
Stockton, CA 95211

## Behavioral Training at THE UNIVERSITY OF NORTH CAROLINA - GREENSBORO

Behavioral programs are available in both basic and applied areas.

Experimental Analysis of Behavior - At the core of this area is the philosophical position of radical behaviorism. Course work is designed to explore the general implications of this view and the manner in which it interfaces with other approaches to psychology. Theoretical and experimental interests are present in the basic mechanisms of operant and respondent conditioning and the involvement of these processes in more complex animal and human functioning.

Faculty: Aaron J. Brownstein, Richard L. Shull

Clinical - The clinical area of concentration is based upon the scientist-practitioner model. We believe that given the state of clinical psychology it is essential that we train clinicians who are both effective deliverers of services and committed research scientists. Training includes a wide variety of empirically based techniques in assessment and intervention. A behavioral model is emphasized in conceptualizing clinical psychology. An emphasis is given to basic psychology as well. Hands on clinical training is considered essential. All students receive extensive practicum and internship training. The clinical program is fully accredited by the American Psychological Association.

Faculty: Steven C. Hayes, Susan P. Keane, P. Scott Lawrence, Ernest A. Lumsden, Rosemary O. Nelson, Ira D. Turkat

# WESTERN MICHIGAN UNIVERSITY DOCTORAL PROGRAMS

Programs with a Behavioral Emphasis leading to a  
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## APPLIED BEHAVIOR ANALYSIS

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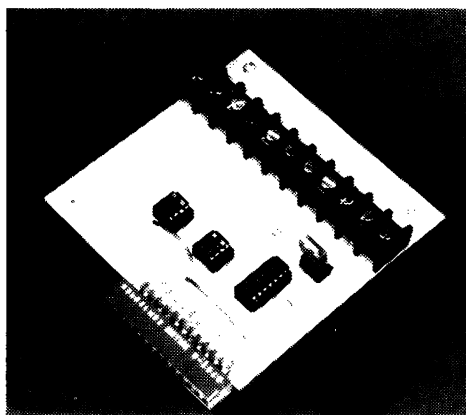
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Psychology at UCSD stresses individual research from the first quarter of enrollment. The graduate program has an experimental orientation with areas of concentration in: behavior analysis; information processing; developmental; linguistic processes; physiological; methodology; sensation and perception; and social (including the psychology of medicine and law). Many courses are offered by distinguished faculty members in all of these areas, however, a total of only eight courses (plus quantitative methods) are required for the Ph.D. Thus, students may concentrate on research. Financial support is provided for all graduate students for four years. At present, the level of support is \$6,000 per 11-month year, plus tuition and fees. The four full-time permanent faculty members in the area of behavior analysis and their interests are:

**Edmund Fantino.** Choice and conditioned reinforcement, notably in humans and pigeons, e.g.: 1) human observing and the conditions under which information reinforces human behavior; 2) operant analogues to foraging.

**George S. Reynolds.** Conditioning and learning, notably verbal behavior.

**Laura E. Schreibman.** Behavior modification, applied behavior analysis, psychopathology in children, infantile autism, parent training.

**Ben A. Williams.** Stimulus control, classical conditioning, behavioral contrast, and quantitative theories of response strength.

Interested students should feel free to contact any one of us and/or to apply to the Psychology Department: C-009, UCSD, La Jolla, CA 92093.

**BEHAVIORAL PROGRAMS  
AT THE  
UNIVERSITY OF MASSACHUSETTS  
DEPARTMENT OF PSYCHOLOGY  
AMHERST, MA. 01003**

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**CONTACT-- DR. PATRICIA WISOCKI**

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ING. CONTACT-- DR. JOHN DONAHOE**

**OTHER RESOURCES: EDUCATION AND MANAGEMENT**

UNIVERSITY OF KANSAS  
DEPARTMENT OF HUMAN DEVELOPMENT

PROGRAMS WITH A BEHAVIORAL OR DEVELOPMENTAL EMPHASIS

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- M. A. IN EARLY CHILDHOOD EDUCATION AND BEHAVIORAL ANALYSIS
- M. H. D. MASTER OF HUMAN DEVELOPMENT

FACULTY

K. EILEEN ALLEN - Child development, early intervention, behavior modification, early intervention/handicapped

DONALD M. BAKER - Modification of normal & deviant child behavior, generalization, early childhood education

DAVID G. BORN - Behavioral aspects of teaching and training, especially in law enforcement

DON G. BUSHELL - Applied behavior analysis technologies in elementary education

ALITA Y. COOPER - Early childhood education, play and social behavior of normal and handicapped children

MARIE Z. CROSS - Personalized instruction with college nutrition students, children's nutrition

BARBARA C. ETZEL - Analysis of conceptual and motor skills of retarded and learning problem children

STEPHEN B. FAUCETT - Applications of behavior analysis in communities, assessment of public policy

ELIZABETH M. GOETZ - Early childhood education, children's reading and creativity, behavior modification

PAUL V. GUMP - Identification, description, & manipulation of children's ecological living units

R. VANCE HALL - Applied behavior analysis research of personnel & production management in business & industry

BILL HOPKINS - Experimental analysis of problems of business and industry, industrial health and safety

WILMA HOLT - Early childhood education, socialization of young children

FRANCES D. HOROWITZ - Neonatal behavior and the development of behavior from birth to age three, the high-risk infant

MURIEL H. JOHNSON - Women's life cycles, male & female behavior in various cultures, black American subcultures

JUDITH M. LEBLANC - Basic and applied research in children's learning problems, computer-assisted learning

ELIAS K. MICHAELIS - Pharmacology, excitatory and inhibitory agents in the central nervous system

L. KEITH MILLER - Applied analysis of normal behavior, cooperative living; programmed instruction

EDWARD K. MORRIS - Behavior analysis of normal & deviant child behavior, history & philosophy of behavior analysis

KATHRYN K. RAMP - Evaluation of intervention programs for juvenile & adult offenders, Family Teaching Model

HOWARD ROSENFIELD - Analysis of social behaviors, especially nonverbal components and patterns of behavior

TRUDY LEE ROXBURY - Early childhood education, remediation of children's learning problems

GEORGE B. SEARS - Design and evaluation of personalized instruction, computer teaching and training systems

JAN SHELTON - Community based group homes, social skill development, legal rights of developmentally disabled

JAMES A. SHERMAN - Community group homes, social skill development, staff training, behavior modification

JOSEPH E. SPRADLIN - Development of stimulus classes and their role in language

CAROLYN THOMSON - Early childhood education, curriculum development for preschool and day-care programs

MONTROSE M. WOLF - Evaluation of behavior modification programs for adolescents with behavior problems

JOHN C. WRIGHT - Cognitive development of children, effects of TV-viewing on children's behavior

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CONTACT GRADUATE ADMISSIONS, NOFL, 130 MARBOTH  
UNIVERSITY OF KANSAS, LAWRENCE KS 66045

# UNIVERSITY of FLORIDA

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## Graduate Study in Learning Processes

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The program of study is designed to be completed within four to five years. A favorable faculty/student ratio permits a high degree of contact with faculty, and permits the program to tailor the student's progress on an individual, flexible basis. A wide range of courses is available from the Learning Processes subprogram, and from other graduate programs in the psychology department focusing on clinical behavioral applications and neuropsychology (basic and applied). Courses may also be selected from those offered by subprograms at other CUNY campuses.

Recent graduates are now holding positions in both academic and applied settings. Examples include University faculty, Directors of Research and Training in Mental Health and Mental Retardation facilities, School Psychologists, and Designers of Training Programs in Business.

Inquiries about Learning Processes may be directed to the subprogram Head, Prof. Bruce L. Brown, Psychology Department, Queens College, Flushing, NY 11367; (Tel. 718-520-7470). The graduate secretary, Ms. Eichler, will be glad to assist at 718-520-7284.

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